



Education &  
Communities

*Public Schools NSW*



**Every Student Every School Learning and Support Conference**

## Focus on Mental Health and Behaviour

Thursday 6 September 2012

Presenter Lynn Edwards, Assistant Principal Learning and Support



Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

# Intended outcomes

- Raised awareness of the *Individual and systems approaches to behaviour support* and factors that impact on student behaviour and learning.
- Examine Behaviour Continuum and understand the need for systems approach in managing student behaviour
- Understand the importance of utilising proactive strategies in managing student learning and behaviour
- Utilise behaviour continuum model in developing proactive practices and strategies to support positive student behaviour

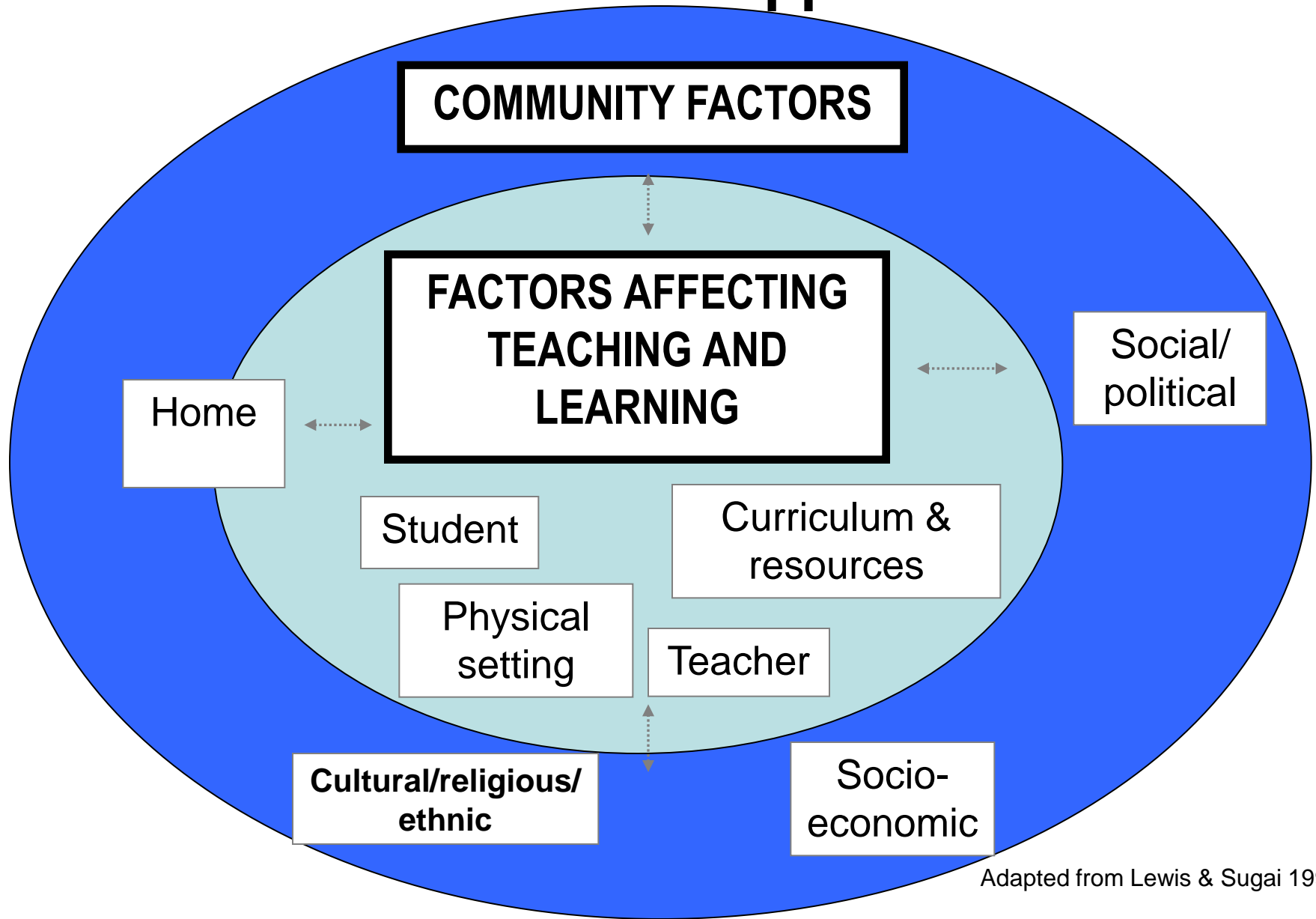
# REFLECTION

## 1. Managing student behaviour

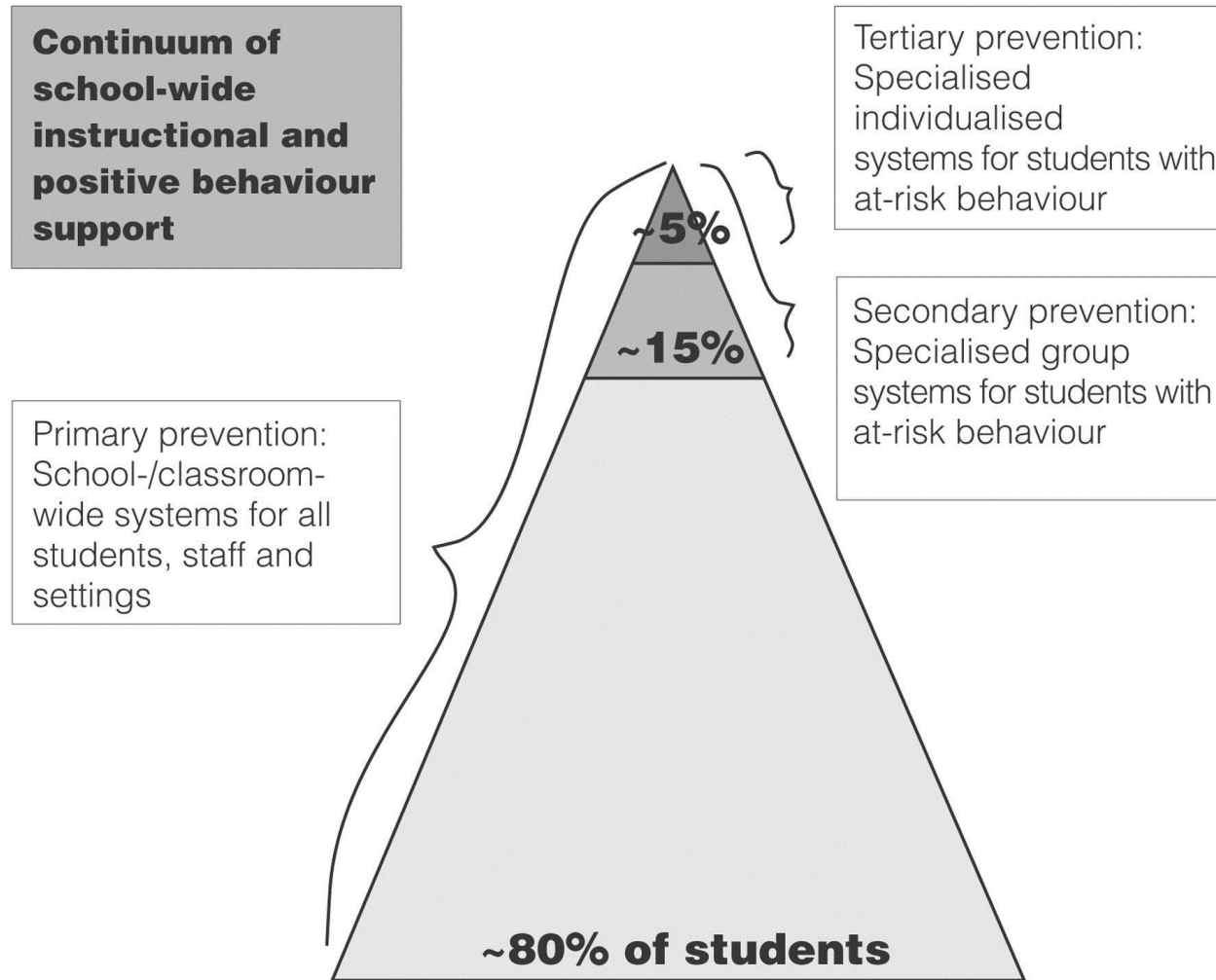
- 70's
- 80's
- 90's
- 2000's onwards

## 2. Any changes???

# SWBS: A systems approach to behaviour support



# School-wide behaviour support



# **Some General Principles of Behaviour Management**

- **All behaviour is communication**
- **All behaviour is a skill**
- **All behaviour has a purpose...to understand the purpose requires an understanding of the person (rapport)**
- **Behaviour is an integrated experience**
- **Effective behaviour management requires an effective proactive management plan**
- **Classroom management is part of a wider system approach to behaviour management**
- **Strong link between behaviour and student engagement**
- **Outcomes of supportive behaviour management systems foster self management**
- **Understanding the cycle of misbehaviour enables the provision of appropriate intervention**
- **Understand the behaviour without rejecting the student**
- **Managing behaviour requires a consistent approach**

# Summer Heights High

- <http://www.youtube.com/watch?v=waB5eqY7M3o>





## Common Language

- Disruptive
- Inappropriate
- Challenging



## **Disruptive:**

- behaviours that interrupt the usual flow of a lesson and are context specific, occurring in certain, but not all settings and are responsive to adjustments in strategies. Most common form of difficult behaviour. Examples: calling out, inappropriate language and gestures, name calling, put downs, interrupting others.



## Inappropriate:

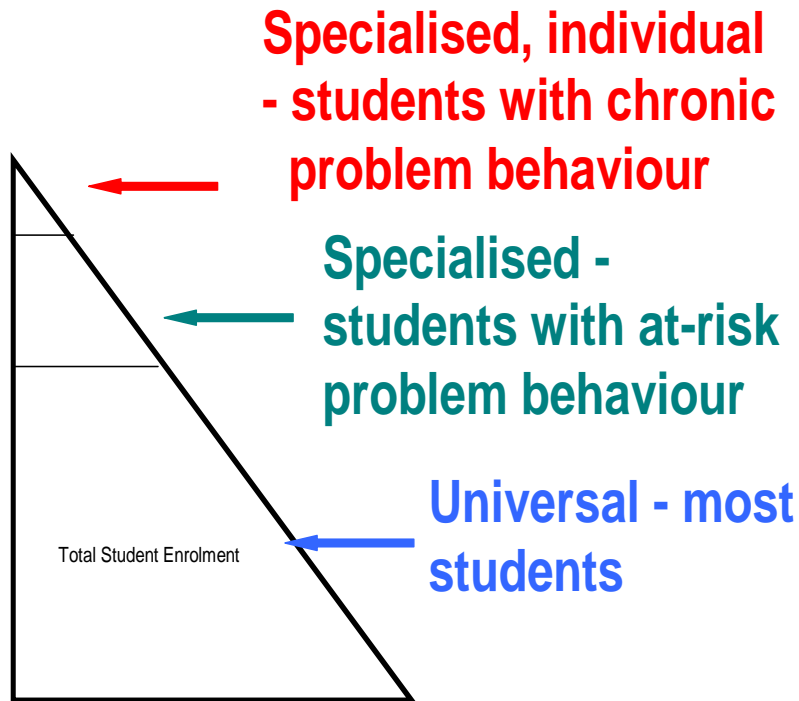
- behaviours that may, at another time and in another place, be appropriate and acceptable. They may occur due to a lack of awareness of social norms and conduct, or due to poor impulse control. Examples: crossing personal space boundaries, swearing, burping.



## Challenging:

- behaviours that cause significant disruption to normal routines and school functioning across settings and require more than the usual range of school interventions to achieve change. Characterised by behaviours of such intensity, duration and frequency that they present a risk to physical safety and well-being. Examples: Physical Aggression (biting, pinching, throwing furniture, assault), Verbal Aggression (abusive language, threats, intimidation).

# Schoolwide Behaviour Support Systems



## Tertiary support

Targeted and highly specialised strategies for students engaged in chronic challenging behaviour that is unresponsive to primary and secondary supports (individual programs)

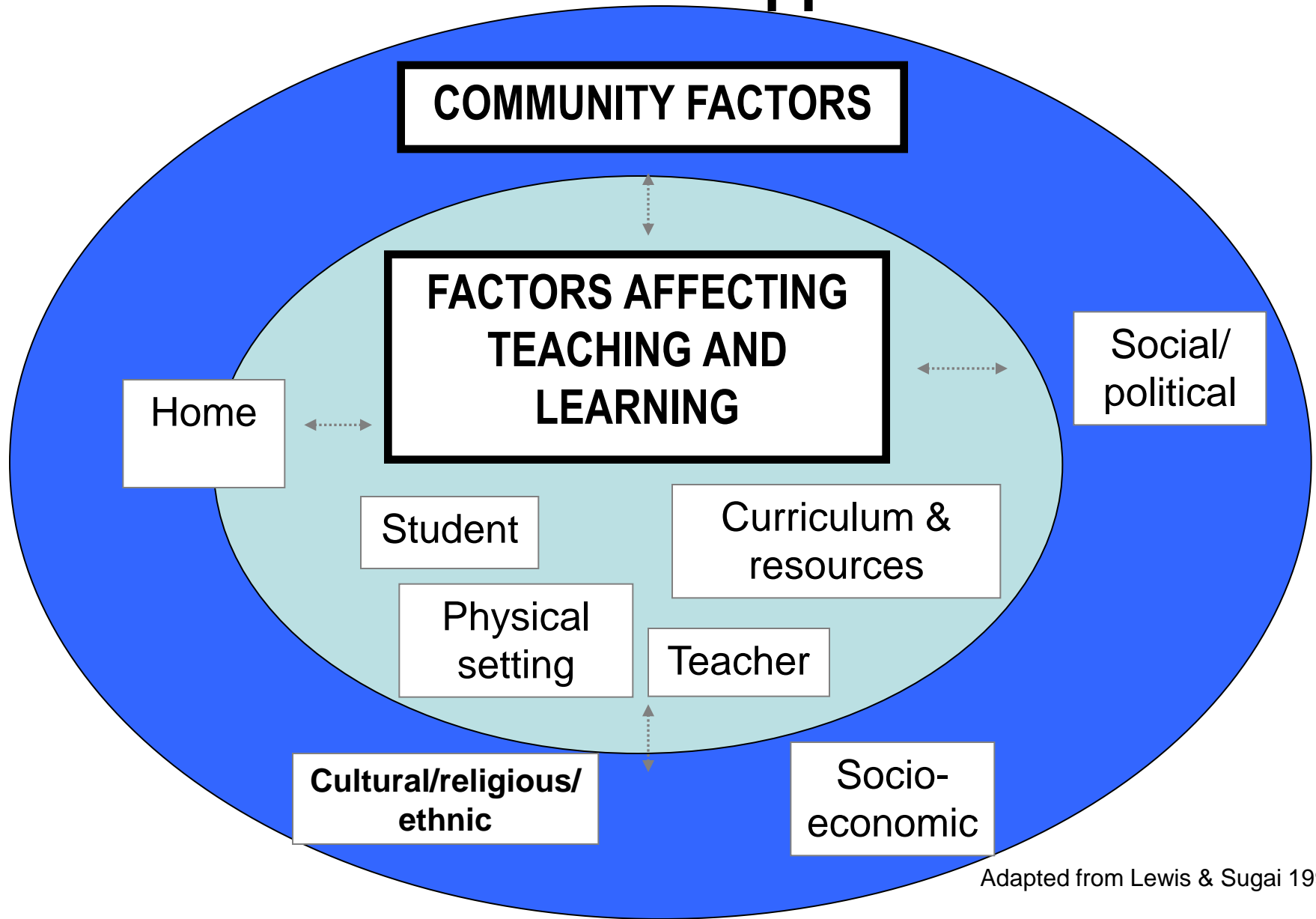
## Secondary support

Specialised group system for students with at risk behaviours (social skills programs, monitoring systems, mentoring, etc.)

## Primary support

School wide system for all students, staff and settings (class, playground, canteen, bus lines, hallways, etc.). Within Student Welfare and Discipline Policy

# SWBS: A systems approach to behaviour support



# **PRIMARY PREVENTION**

School Wide systems  
for all students and staff

- School Values
- School Rules
- Reward System
- Consequences
- Playground Rules
- Classroom Rules (Rewards and consequences)
- Whole School Programs (School Wide Behaviour Support, Restorative Practices, Peer Support, Antibullying, Social skills, Resilience)

# **SECONDARY PREVENTION**

Specialised group systems for students with  
at risk behaviour

- Learning support team intervention
- Whole grade support (eg Transition Support)
- Whole class (eg Social Skills, Friendshipmaking skills/ programs)
- School counsellor intervention
- School chaplain support
- Community Programs (eg Kids Hope, G.O.T. Program, Cultural Program, Parenting Programs)
- Accessing support from Regional office
- Regional LAST referral
- Collaboration with Parents

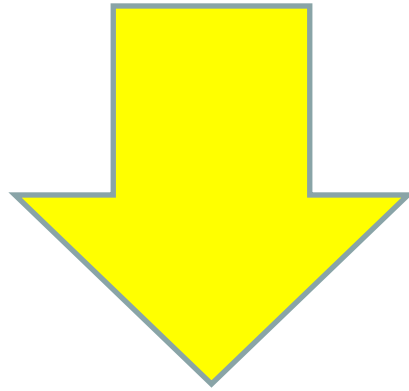


# **TERTIARY PREVENTION**

## Specialised Individualised systems for students with at risk behaviour

- Learning Support Team
- LAST support
- Parental/Guardian collaboration
- Individual Behaviour support plan
- Individual Learning support plan
- Funding Support
- Health care plan
- Risk Management plan (safety management for staff and students)
- Crisis management plan
- Regional Student Services support
- RSSSP Funding
- Individual Attendance plan
- Transition Plan
- Support from professionals eg medical practioners, specialists, therapists
- Community Support
- Interagency Support

# SCHOOL WIDE BEHAVIOUR SUPPORT



**A COLLABORATIVE APPROACH  
IN MANAGING  
STUDENT BEHAVIOUR**

‘I’ve come to a frightening conclusion: that I am the decisive element in my classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.’

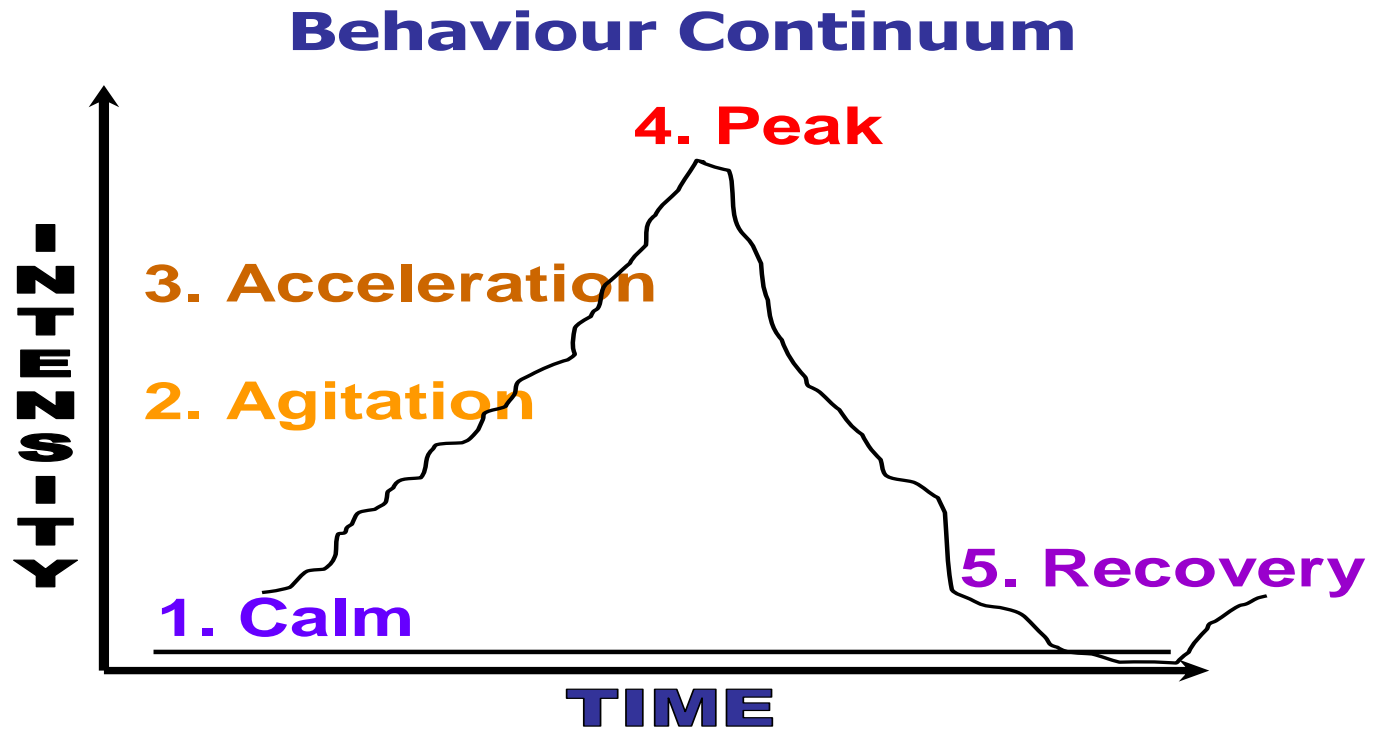
Haim Ginott, 1973



# Lauren : French Exam

- [http://www.youtube.com/watch?v=FYAez9Q6y\\_0](http://www.youtube.com/watch?v=FYAez9Q6y_0)

# The Behaviour Continuum

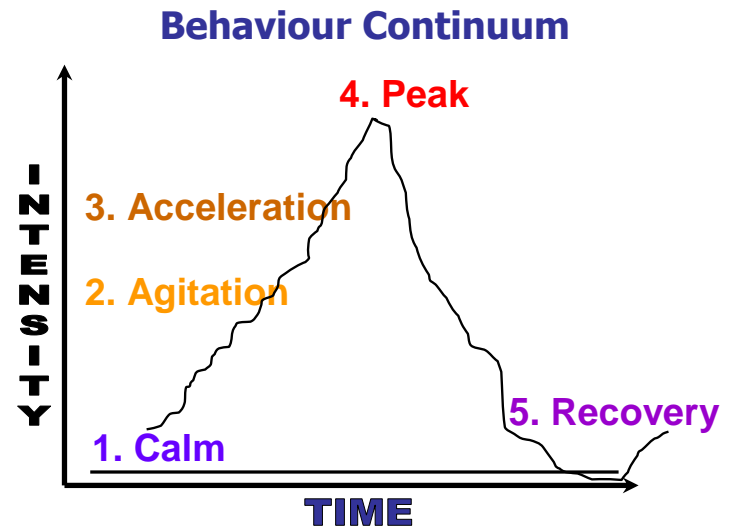


# **Behaviour:an integrated experience**

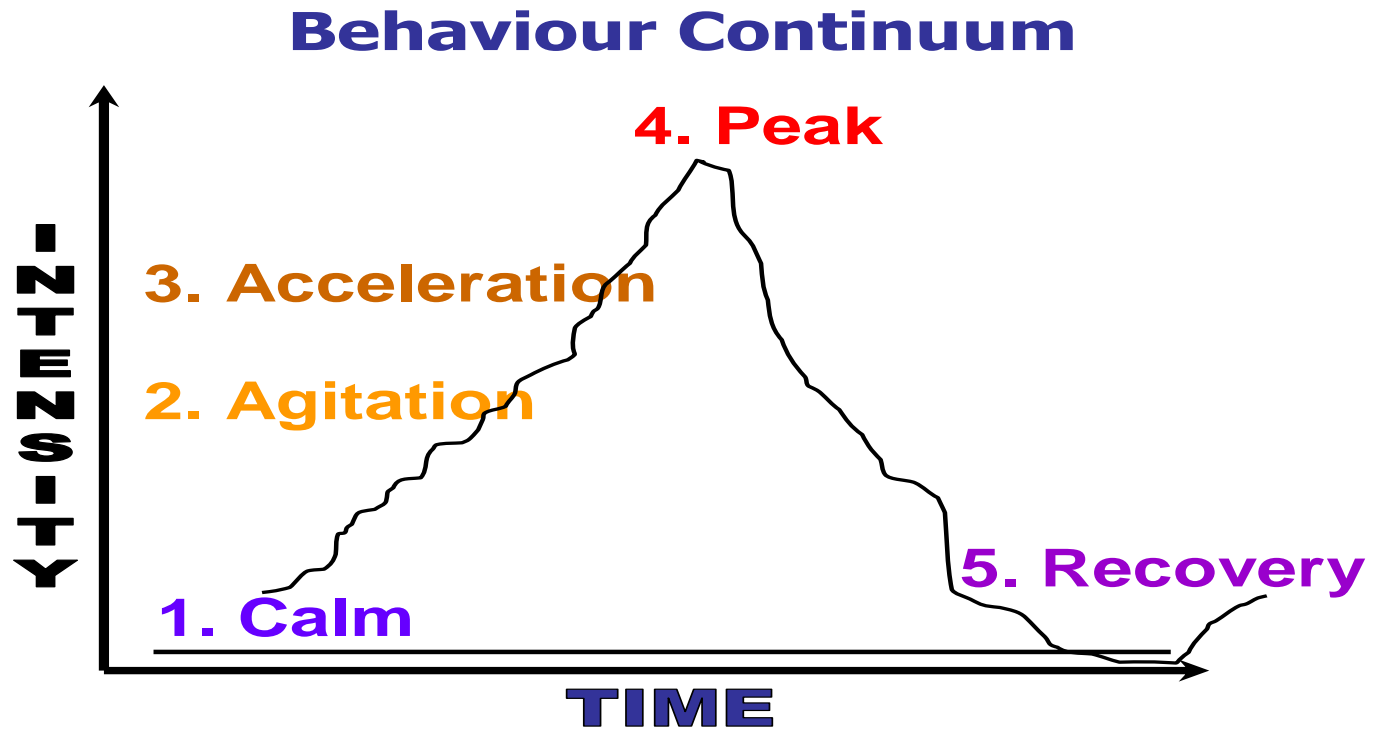
- Behaviours and attitudes of *staff* impact upon behaviours and attitudes of *students*
- Behaviours and attitudes of *students* impact upon behaviours and attitudes of *staff*
- Behaviour as *integrated experience* affects safety and welfare of *staff, students and audience*

# The Behaviour Continuum

A model which identifies a series of recognisable behaviour levels and corresponding staff interventions including attitudes, approaches and strategies to manage student behaviour safely.



# The Behaviour Continuum





# CALM

- What does it look like for students?
- What does it look like for staff?

# Calm Stage

## Student behaviour

- High level of engagement and learning
- Positive classroom interactions

## Teacher strategies

- Primary Supports systems
- Reinforce school values
- Reinforce school/class rules
- Implement structures, routines, organisation
- Appropriate learning plan and adjustments to curriculum/lesson content
- Acknowledge/reinforce positive behaviour
- Rapport building

# AGITATION STAGE

(Anxiety)

## Student Behaviour

- noticeable increase or change in behaviour
- Non directed expenditure of energy eg off task behaviour, fidgeting, rocking on chair, off task, pacing,
- Increased anxiety

## Teacher strategies

- Supportive staff approach
- Empathetic, non judgemental
- Rules and expectations
- Encouragement and reinforcement
- Effective non verbal communication
- Appropriate curriculum and quality teaching strategies
- Routines and organisation

# ACCELERATION STAGE

## (defensive)

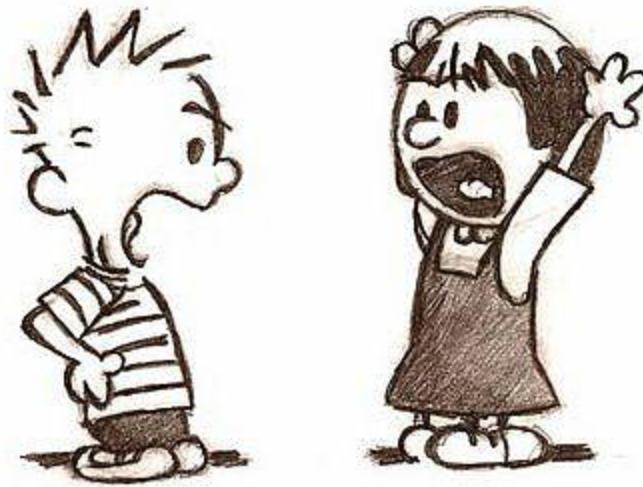
### Student behaviour

- Argumentative
- Questionong information seeking
- Questioning challenging
- Defensive
- Challenges authority
- Beginning of loss of rationality
- Belligerent
- Verbal escalation
- May use verbal intimidation

### Teacher strategies

- Directive approach
- Appropriate response to questioning eg information seeking/challenging
- Set limits/boundaries
- Reminder rules and expectations
- Choices
- Consequences
- Acknowledge good choices
- Support from buddy teacher

# ACTIVITY



# PEAK STAGE

## AOP/Crisis

**Student behaviour impacts on safety of self and others**

### Student behaviour

- verbal aggression
- Verbal intimidation
- Physical aggression/assault
- Self injurious behaviour
- may be unaware of impact of behaviour on others
- Total loss of control

### Staff strategies

- Remain calm
- Seek assistance
- Tertiary supports
- Team approach
- Implement crisis management plan
- Exit other students to safety
- De escalate with calming strategies

# RECOVERY POST VENTION

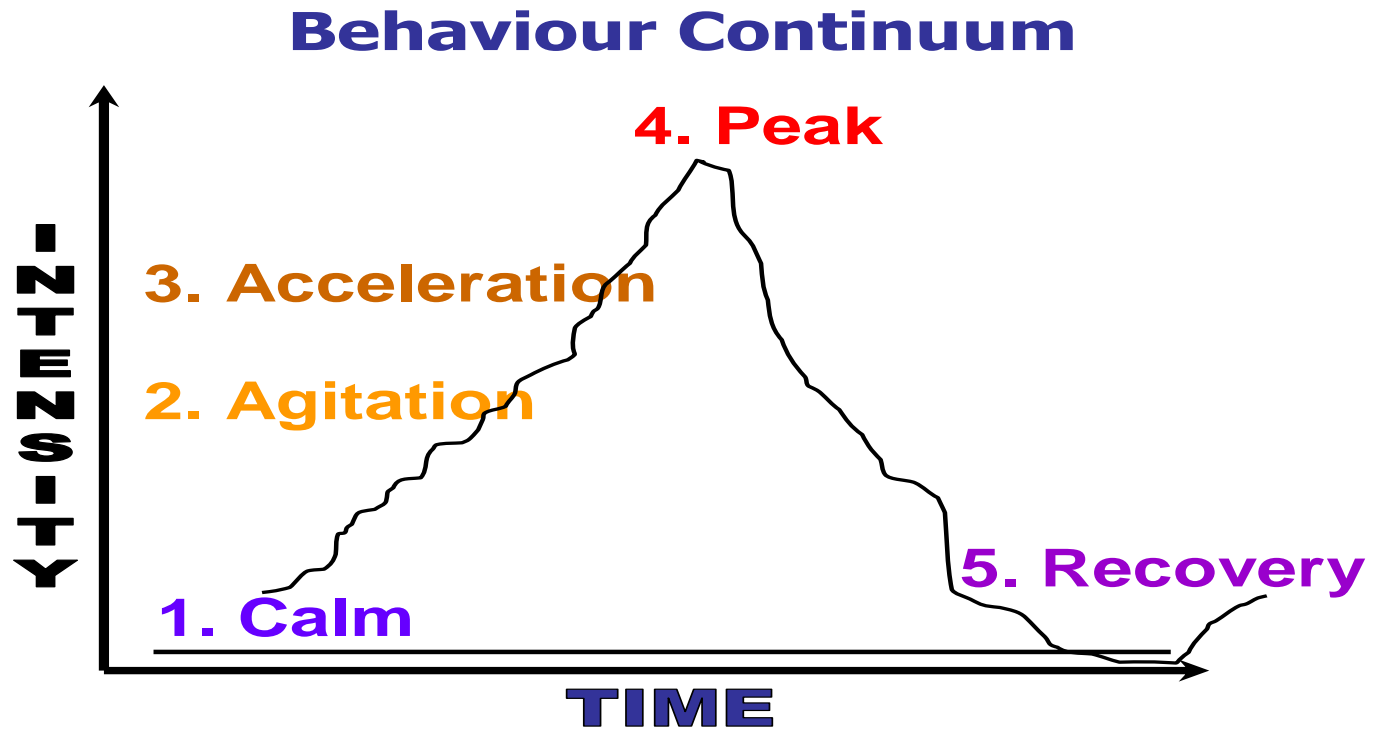
## Student behaviour

- Tension reduction
- Expended energy
- Physically and emotionally drained
- Regained control

## Staff strategies

- Debriefing
- Re establish communication with individual
- Rebuild relationships
- Collaboratively review and develop plans of support

# The Behaviour Continuum





### 3. ACCELERATION

#### Student behaviour

Argumentative, questioning,  
challenging, belligerent  
Defensive  
Challenges authority  
Beginning of loss of rationality  
Verbal escalation  
May use verbal intimidation.

#### Teacher strategies

- Directive approach
- Appropriate response to questioning eg information seeking/challenging
- Set limits/boundaries
- Reminder rules and expectations
- Choices
- Consequences
- Acknowledge good choices
- Support from buddy teacher.

### 2. AGITATION

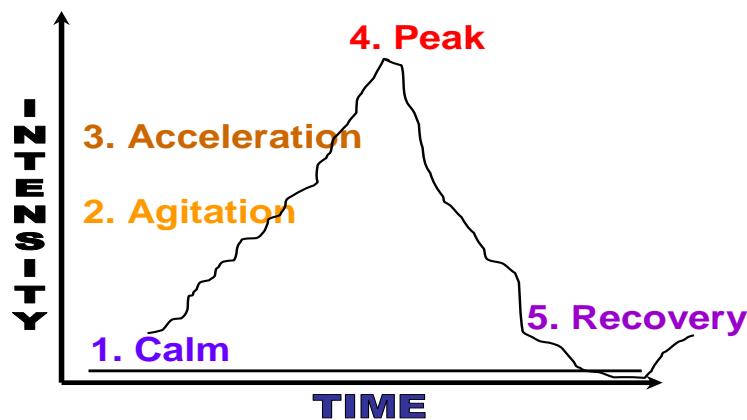
#### Student Behaviour

- Noticeable increase or change in behaviour
- Non directed expenditure of energy eg off task behaviour, fidgeting, rocking on chair, off task, pacing
- Increased anxiety.

#### Teacher strategies

- Supportive staff approach
- Empathetic, non judgemental
- Rules and expectations
- Encouragement and reinforcement
- Effective non verbal communication
- Appropriate curriculum and quality teaching strategies
- Routines and organisation.

## BEHAVIOUR CONTINUUM



### 1. CALM

#### Student behaviour

- High level of engagement and learning
- Positive classroom interactions.

#### Teacher responses

- Primary Supports systems
- Reinforce school values
- Reinforce school/class rules
- Implement structures, routines, organisation
- Appropriate learning plan
- Adjustments to curriculum/lesson content
- Acknowledge/reinforce positive behaviour
- Rapport building.

### 4. PEAK - Crisis

#### Student behaviour impacts on safety of self and others

#### Student behaviour

- Verbal aggression / verbal intimidation
- Physical aggression/assault
- Self injurious behaviour
- May be unaware of impact of behaviour on self and others
- Total loss of control.

#### Staff strategies

- Remain calm
- Seek assistance
- Tertiary supports
- Team approach
- Implement crisis management plan
- Exit other students to safety
- De escalate with calming strategies.

### 5. RECOVERY

#### Student behaviour

- Tension reduction
- Expended energy
- Physically and emotionally drained
- Regained control.

#### Teacher strategies

- Debriefing
- Re establish communication with individual
- Rebuild relationships
- Collaboratively review and develop plans of support.

**BEHAVIOUR CONTINUUM MANAGEMENT PLAN**

**STUDENT:**                      **SCHOOL:**                      **GRADE:**  
**Prepared by:**

**Date**

**Triggers:**

**What are the warning signs?**

**What does the student do when in crisis?**

**What crisis strategies do you have in place?**

**What is unhelpful?**

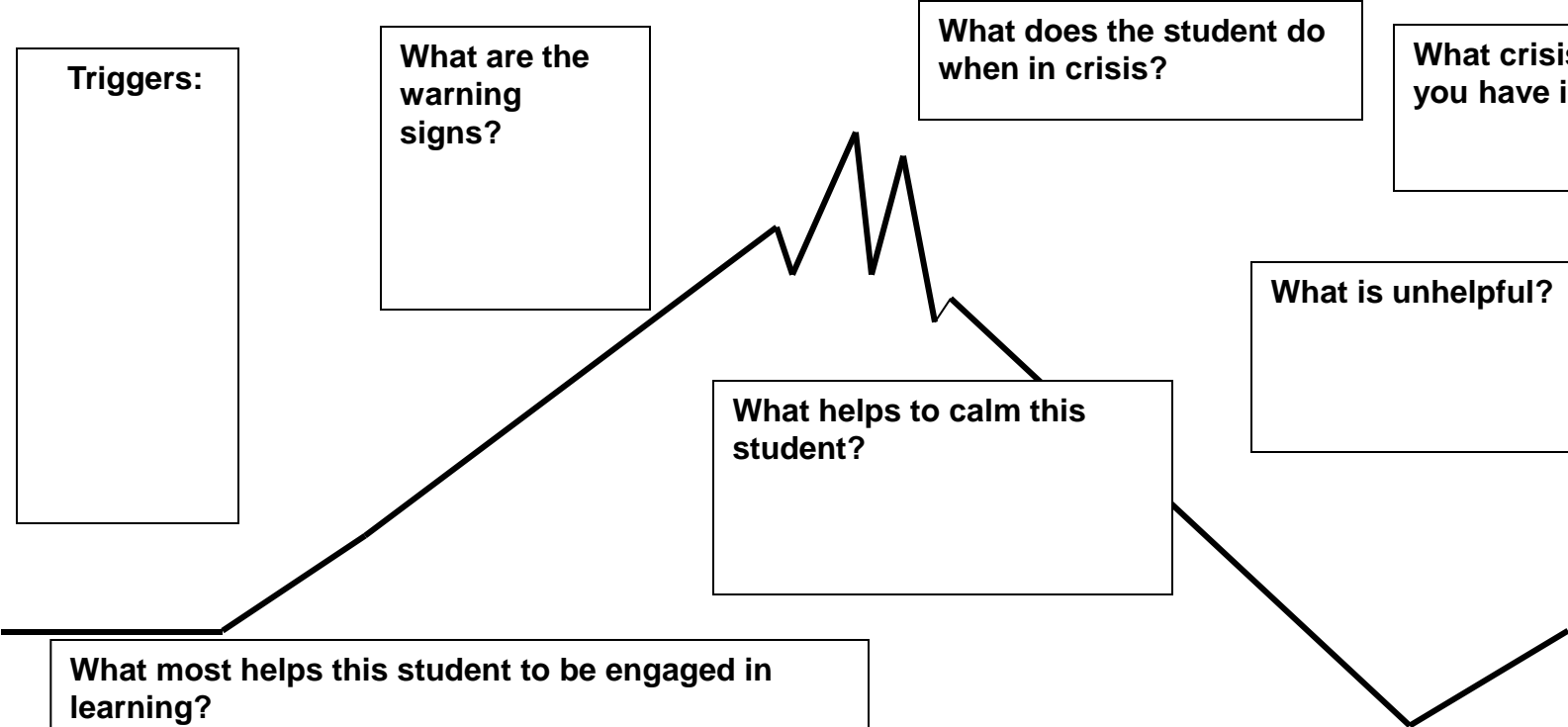
**What helps to calm this student?**

**What most helps this student to be engaged in learning?**

-Appropriate adjustments	- Predictable routine
- Clear expectations	- Achievable tasks
- Simple instructions	- Alternative work
- Breaking a task into steps	- Timely correction
- Praise & recognition	- Non verbal cues
- Frequent feedback	- Visuals
- Verbal reminders	- Legitimate choices
- Peer role model/buddy	- Calm firm voice
- Visual timetable	- Quiet work space
- Take-up time	- Hands on activities
- Encouragement	
- Ignoring low level off task behaviour	
- Distraction with task in area of interest	

**Student Strengths:**

**Background information:**



# School Wide Support

## **ACTIVITY**

Collaboratively plan  
proactive schoolwide behaviour support  
for a target student  
using behaviour continuum model

# Websites: Behaviour

[http://www.pbis.org/school/swpbis\\_for\\_beginners/default.aspx](http://www.pbis.org/school/swpbis_for_beginners/default.aspx)

<http://www.scopevic.org.au/>

<http://www.autismtraining.com.au/public/index.cfm>

<http://www.skillstreaming.com/>

[http://learningplace.com.au/uploads/documents/store/resources/res\\_48018\\_res\\_30688\\_calmer\\_classrooms\\_DChS\\_Vic\\_Report\\_02\\_-\\_08.pdf](http://learningplace.com.au/uploads/documents/store/resources/res_48018_res_30688_calmer_classrooms_DChS_Vic_Report_02_-_08.pdf)

<http://touchautism.com/Calm+Counter++Social+Story+and+Anger+Management+Tool.aspx>